

# NCW Student Body Is Apolitical

Way back in the fall of 1970, the fledging class of 1974 met one day to nominate candidates for class officers. No less than 14 people were nominated to fill the four positions. Banners were made, posters filled the Student Union, and even a few handmade buttons were passed out. Candidates campaigned door-to-door in the dorm. There was even a party ticket (Christchurch Plus One Party—Haridson, Henderson, Rand, and Read).

If student politics were so exciting back then, why is there such a lack of active participation in student government today? Generally, freshmen are more willing to become involved in SGA work than upperclassmen. However, this does not wholly explain the disinterest that most students have for Student government.

Although the students that I have talked with have had varying opinions on this question, each of these students felt that there was poor communication between the SGA and the student body. To be more specific, the consensus seems to be that there is poor communication between the student body and Tom Hardison, the President of the SGA. This is true because as President, Tom symbolizes the SGA more than any other one person.

Almost everyone that I talked to felt that Tom has been effective and dedicated to the interests of the Student body. However, these students felt totally ignorant about what Tom had been doing this year. Oddly enough, they did not know what Tom was doing, but they believed that he was doing a good job. Some of the students remembered talk about a new constitution, but by and large they felt apart from the programs and the decision making process of the SGA.

Recently, the Senate did a study and overwhelmingly praised Tom's leadership. However, they also felt that Tom should involve them more in decision making in student government business. To alleviate this problem, some Senators suggested that Tom give a report at the weekly Senate meetings.

The Administration has also been a factor in creating a lack of interest in the SGA. Some students cited the fact that despite a great deal of student effort, the Administration has failed to liberalize some of the Open House rules. Also, in the past three years, there have been several SGA and Dorm Council decisions that have been over-ruled by the Administration. This has not helped to create any burning desire to work in the SGA.

However, the greatest single cause of uninvolved in Student government is the fact that the Wesleyan student body, for the most part, is a political. Students here do not seek out their elected officials, they do not question the Administrators of the College, but they do seem to passively let their voices go unheard.

Of course, there are exceptions to this, and that is why the SGA is still in existence. However, there is a good possibility that there may be none of these exceptions in the near future. That, perhaps, is the greatest challenge that the underclassmen of Wesleyan will have to face.

—Robin Gulick

## Do They Work?

# Faculty Evaluations . . .

Buffalo, N. Y.—(I.P.)—Student evaluation of instructors is a valid means of measuring teaching effectiveness. This is one of the findings of a study conducted by Dr. Peter K. Gessner, associate professor of pharmacology at the State University of New York at Buffalo.

The study found that the higher the student ratings of the instruction they received in a particular area, the higher the class score relative to a nationwide norm in that area. According to Dr. Gessner, "This suggests that both student ratings and class performance on national normative examinations are valid measures of teaching effectiveness."

The group used for Dr. Gessner's study was a class of 119 sophomore medical students taking a one-semester basic science course in the Medical School. The course was taught by 10 faculty members, each of whom was solely responsible for instruction in one or more of the 23 subject areas of the course. This

situation allowed data for the study to be collected under controlled conditions, since all the faculty members were rated by the same group of students.

"We don't really know what good teaching is," Dr. Gessner said, "but if the students say it is good, it means they like it, and if class performances on examinations is high it means they learned something. If both of these results are in some way related to how well the teaching is done, then they should parallel each other, which was the case with this study."

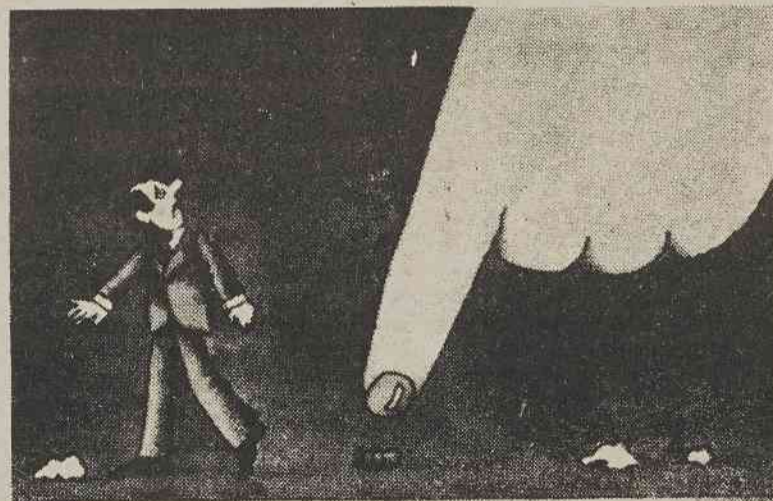
Student ratings of teaching effectiveness were obtained by means of a questionnaire completed anonymously by the students at the last lecture session of the course. Students were asked to use a three-point scale of "good," "satisfactory," or "unsatisfactory" to rate each of the subject areas covered during the course with regard to content, organization, and presentation. The results of this rating were then converted to a numerical scale.

To insure that the relationship between student evaluation and class performance was a viable one, Dr. Gessner investigated other variables which might have affected the results. He investigated the data to determine if material was remembered better because it was taught later in the course, or if the amount of time emphasis devoted to a subject influenced the results. In both cases the answer was "no," leaving teaching effectiveness as the only common factor in the outcome.

Class performance relative to a national norm was evaluated by an analysis of how the students answered the 141 questions on Part I of the National Medical Board Examination, which the students took five weeks after the end of the course to which it pertained, and the National Medical Board provided the percentage of both the U/B students and the nationwide sample who answered each question correctly.

The high correlation between student ratings and class (Continued to Page 4)

# A Two Point Program To Stop Pollution.



**The Litter Point.**  
Someone just tossed a can on the ground. Use this point to point it out. Maybe next time he'll toss it in a litter basket.



**The Air Pollution Point.**  
Don't close your eyes to that smoking smokestack. Point it out to someone who can do something about it.

People start pollution. People can stop it.

# The Decree

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